

# English Language Master Plan Los Angeles Leadership Academy 2019-2020

## Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- VII. Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

## INTRODUCTION

The Los Angeles Leadership Academy Master Plan for English Learners is a result of collaboration and commitment to meeting the language needs of the Los Angeles Leadership Academy's English Learner student population (as defined below). This plan provides direction and guidance to staff and stakeholders regarding the services available to parents and EL students.

The goal of Los Angeles Leadership Academy's English Learner program is to develop English language literacy in each English Learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Los Angeles Leadership Academy recognizes that this goal can be accomplished through programs that are ELD standards-based and well-designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide for our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, faculty will ensure that English learners receive consistently implemented services designed to meet their academic needs.

The programs and services contained in this plan were developed based on state and federal laws, LAUSD guidelines, Board policies, and research-based best practices in instruction for ELLs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of Los Angeles Leadership Academy is to:

- Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
- Ensure that all ELs have access to and achieve mastery of the English language.
- Decrease the risk of failure and retention while lowering the affective filter (negative emotions) of ELs.
- Strengthen parent involvement and engagement in their child's academic plans.
- Increase EL participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.
- Ensure that all programs are being implemented with fidelity.

This plan not only works to ensure compliance with program mandates for our students, but works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Los Angeles Leadership Academy with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

This plan will serve as the basis for our work, work that is inclusive of all learners and their needs.

### **Who Are English Learners?**

According to federal law governing Elementary and Secondary Education, the Every Student Succeeds Act (2015), an EL is an individual:

- Aged 3 to 21
- Enrolled in (or preparing to enroll in) an elementary or secondary school
- Who was not born in the U.S. and whose native language(s) is a language(s) other than English
- Who was born in the U.S. and whose native language(s) is a language(s) other than English
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in classroom where the language of instruction is English; or the opportunity to participate fully in society. (ESEA Section 8101[20])

In California, a student is classified as an EL if their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice EL or Intermediate EL.

## **Typologies of English Learners**

### *Newcomers*

Newcomers are foreign-born ELs enrolled in U.S. schools for less than three years. These students' educational needs are different from those of other ELs. For example, they may need basic literacy support.

### *Students with Limited or Interrupted Formal Education*

Some newcomers may also be Students with Limited or Interrupted Formal Education (SLIFE). These students have additional experiences that make their educational assets and needs unique; they may be unfamiliar with the culture of schooling.<sup>5</sup> The content-related knowledge and skills they bring may derive from their school-based experiences, even if these are limited, but may also come from other life experiences with relevance to classroom content. SLIFEs are less likely than other newcomers to have well-developed literacy skills in their primary language or English. However, even with limited literacy, students' oral language skills can be an important foundation for building literacy and academic language in both their first language and English. SLIFEs are often refugees who may have suffered, experienced trauma, or witnessed disturbing events. It is important for educators to be sensitive to the impact of these experiences on students and consider their socioemotional development in addition to their academic and linguistic development.

### *English Learners on Track*

ELs who have been enrolled in U.S. schools for less than 4 years and are meeting minimum progress expectations.

### *Potential Long-term English Learners*

Potential long-term ELs (PLTELEs) are defined by L.A. Unified as EL students who have been in third through 12th grade for four to 5.9 years.

### *Long-term English Learners*

L.A. Unified defines long-term ELs (LTELEs) as those EL students in 6th through 12th grade who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting the criteria for reclassification. Defining a group of students as "long-term" ELs presupposes that these students are spending more time than is typical in reaching proficiency.

### *English Learners with Disabilities*

ELs who are eligible for special education are identified as students who are ELs with disabilities (EL SWDs). EL SWDs are students who have been identified as ELs and have a current Individualized Education Program (IEP) that is specifically designed to

meet their educational needs. In accordance with their IEPs, EL SWDs need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient. Appropriate instructional strategies—those that focus on language acquisition, scaffolding techniques, and proven methodology effective with ELs, including those with disabilities—promote academic success for all.

### *English Learners Identified as Gifted and Talented*

In accordance with California state requirements, LALA identifies gifted/talented students and offers a range of program options to meet their needs. LALA strives to identify all gifted and talented students, including our culturally and linguistically diverse ELs. To that end, Gifted and Talented Education (GATE) programs, Advanced Learning Options, identifies students as gifted/talented in seven categories using measures that do not rely on culturally- or linguistically-based concepts. It is LALA's position that all students have the right to learn in an educational environment where their potential can be fully realized and must have access to rigorous coursework that helps prepare them for success in college and careers.

### *Reclassified Fluent English Proficient Students*

Once ELs meet specific criteria required to demonstrate proficiency in English, they are identified as reclassified fluent English proficient (RFEP) students. Subsequent sections in this chapter provide further information regarding reclassifying ELs.

### *Ever-English Learners*

The California Department of Education defines ever English learners (Ever-ELs) as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational trajectories of ELs overall.

### *Dual Language Two-way Immersion Program (Los Angeles Leadership Primary Academy)*

The goals of the Dual Language Two-way Immersion Program are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students. The program models is:

- 80/20 = 80 percent instruction in the target language and 20 percent instruction in English in kindergarten. Each year more English is added until 50 percent target language and 50 percent English instruction is reached by fourth grade.

ELs participating in the program are required to receive designated English language development (dELD). Students are expected to meet grade level content

standards in both languages. Students typically continue in this program option after attaining proficiency in English. Students enter this program option in kindergarten and continue through grade 5.

## **I. Involvement**

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Los Angeles Leadership Academy will have a fully-functioning English Language Acquisition Committee (ELAC) of teachers and parent representatives meeting a minimum of 6 times a year. The committee will advise the School Site Council (SSC) about supports for English Learners. Teachers and administrators will meet with parents to review the English Learner Proficiency plan, ELPAC scores (initial and current language designation), primary language assessment results, current English proficiency, program placement and options, and exit and reclassification criteria. The parents of the English learners on an Individualized Education Program are informed about student ELD goals and supports the annual IEP meetings. Parent communication will be distributed in the parent's primary language.

Los Angeles Leadership Academy has a Family Outreach Coordinator to provide support and education to parents. The Family Outreach Coordinator serves as a liaison between the school and parent community services.

Los Angeles Leadership Academy will host an annual Reclassification Celebration for every student who meets Reclassification Criteria.

## **II Administration**

Policies, plans, and administration of categorical programs meet statutory requirements.

### **Initial Enrollment**

At or before the time of a pupil's initial California enrollment, Los Angeles Leadership Academy shall conduct, in writing, a parent or guardian survey (Home Language Survey or HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential. California Education Code (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the California Department of Education website for more information.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter

Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

If the parent's/guardian's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's EL designee/administrator must research the student's home language background using the following indicators, as well as conduct consultation with the student's parent/guardian:

- The parent/guardian requires an interpreter to communicate in English.
- The parent/guardian speaks to their child in a language other than English.
- The HLS is completed in a language other than English (including spelling the word
- "English" in another language; e.g. inglés).
- The student initiates interaction with his or her parents/guardians in a language other than English.
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English.
- The student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent/guardian will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child. Note: When

reasonable doubt is established, the school must annotate the HLS to document the reasons for the administration of the Initial ELPAC.

The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

### **Initial Assessment**

- (a) If a parent or guardian survey response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, Los Angeles Leadership Academy shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that Los Angeles Leadership Academy will administer the ELPAC initial assessment to the pupil in accordance with subdivision (d)
- (b) Los Angeles Leadership Academy shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the Los Angeles Leadership Academy's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification
- (c) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, Los Angeles Leadership Academy shall classify the pupil as EL.
- (d) If the pupil meets the ELPAC initial assessment criterion for proficiency, Los Angeles Leadership Academy shall classify the pupil as Initial Fluent English Proficient (IFEP).
- (e) A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by Los Angeles Leadership Academy through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil.

### **ELPAC Summative Assessment**

- (a) Los Angeles Leadership Academy shall administer the ELPAC summative assessment to all eligible pupils during the annual summative assessment window.
- (b) Los Angeles Leadership Academy shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor.

### **Correction of Classification Errors**

- (a) If a pupil is classified as EO pursuant to section 11518.5(b), but Los Angeles Leadership Academy has an indication that the pupil's primary or native language is not English and the pupil is unable to perform ordinary classroom work in English, the LEA may collect and review evidence as described in subdivisions (d)(3) and (d)(4). Based upon this review, the LEA shall determine whether the pupil shall be administered the initial assessment in order to determine the pupil's classification. At least 10 calendar days prior to administration of the initial assessment, Los Angeles Leadership Academy shall notify the pupil's parent or guardian in writing that the pupil will be assessed. If Los Angeles Leadership Academy administers the initial assessment and if the pupil does not meet the ELPAC initial assessment criterion for proficiency, Los Angeles Leadership Academy shall classify the pupil as EL. Los Angeles Leadership Academy shall notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The pupil's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c)
- (b) If Los Angeles Leadership Academy administers an initial or summative assessment to a pupil who is not eligible for the assessment as set forth in section 11518(v) or (w), the pupil's classification shall remain unchanged; regardless of the assessment results, and Los Angeles Leadership Academy shall not maintain any such results as a pupil record, including in CALPADS.
- (c) Following the administration of the initial assessment to a pupil, but before the administration of the summative assessment to that pupil, upon request from the pupil's parent or guardian or a certificated employee of Los Angeles Leadership Academy, Los Angeles Leadership Academy shall collect and review evidence, as described in subdivision (d), about the pupil's English language proficiency. Based upon its review of the evidence, Los Angeles Leadership Academy shall determine whether the pupil's classification should remain unchanged or be changed. Los Angeles Leadership Academy shall notify the pupil's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the pupil's enrollment in the California public school system.
- (d) Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include:
  - (1) The results of the survey administered pursuant to section 11518.5(a);
  - (2) The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the initial assessment;
  - (3) Parent or guardian opinion and consultation results; and
  - (4) Evidence of the pupil's performance in Los Angeles Leadership Academy adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7 to 12) and English language development, as applicable, obtained from the pupil's

classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

- (e) During the time evidence is being collected and reviewed, the pupil shall retain his or her original classification.

#### **Administration, Pupils with Disabilities**

- (a) Except as otherwise provided in this Article, all provisions of the articles above shall apply to pupils with disabilities.
- (b) When administering an initial or summative assessment to a pupil with a disability, Los Angeles Leadership Academy shall provide the accommodations specified in section 11518.35 in accordance with the pupil's IEP or Section 504 Plan.

#### **Local Alternate English Language Proficiency Assessments**

A pupil with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

### **III. Funding**

Allocation and use of funds meet statutory requirements for allowable expenditures.

The School Site Council with input from ELAC will annually review, evaluate, and revise the Single Plan for Student Achievement using school-wide data.

Los Angeles Leadership Academy will appropriate Title III funds to finance the supplemental instructional programs and resources for its EL students.

The SSC as an advisory committee will work with the Los Angeles Leadership Academy Collaborative Board to monitor and approve all federal and state fund spending.

### **IV. Standards, Assessment, and Accountability**

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

#### **Reclassification Process**

The administrator/ designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's CUM file and reflected in the student information system.

ELs are reclassified to fluent-English-proficient based on multiple criteria. The minimum criteria to be considered for reclassification are:

**Reclassification Criteria**

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Meet one of following three criteria:
  - Score of Standard Met or Exceeded on the most recent California Assessment of Student Performance and Progress (CAASPP) exam
  - Language and Reading proficiency as measured by the internal benchmark
  - Basic, Met, or Proficient Lexile level based on internal benchmark. (6<sup>th</sup>-12<sup>th</sup> grade)\*
- Teacher evaluation based on student English Language Arts and ELD grades/progress report marks\*\*
- Parent consultation and approval

\*

Grade	At Risk	Basic	Proficient	Advanced
6	499 and Below	500 to 799	800 to 1050	1051 and Above
7	549 and Below	550 to 849	850 to 1100	1101 and Above
8	599 and Below	600 to 899	900 to 1150	1151 and Above
9	649 and Below	650 to 999	1000 to 1200	1201 and Above
10	699 and Below	700 to 1024	1025 to 1250	1251 and Above
11	699 and Below	800 to 1049	1050 to 1300	1301 and Above

**\*\* Student Assessments**

Los Angeles Leadership Academy will administer curriculum-embedded and grade level ELD assessments to monitor student progress. Los Angeles Leadership Academy will also make use of embedded assessments to regularly measure the English language proficiency of all ELs. Los Angeles Leadership Academy will monitor EL development of language using:

- ELPAC Scores
- Common Benchmark Assessments
- ELD Assessments
- Multiple Cross-Curricular Embedded Assessments

The results of these assessments are compared to the Minimum Progress Expectations by the instructional program. When students have not made adequate progress, interventions are applied. These interventions and other instructional supports will focus on helping the student accelerate his or her growth toward the expected level of English proficiency.

### **Monitoring**

An EL's progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach full English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation and consequently identify appropriate interventions to be implemented.

1. The use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
2. Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
3. LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
4. LALA will maintain test results, ELD matrix forms, parent notifications, and primary language test results inside the ELD folder located in the student's CUM.

LALA will continue to monitor our reclassified English Proficient students' academic progress for a minimum of four years. At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Testing Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each semester for a minimum of four years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

## **Accountability**

Los Angeles Leadership Academy will analyze the data to monitor individual and school-wide English proficiency and academic achievement in core academic subjects. Teacher observations are designed to help create strong instruction for EL students that are essential for EL achievement.

Consequently, Administrators will monitor...

...that teachers are implementing the following in core academic subjects: Focused Learning Targets (FLT), Content Area Standards, Language Objectives, and ELD Standards.

...that teachers are using differentiated instructional delivery as appropriate through informal and formal classroom observations.

...that teachers are planning and implementing the ELD instructional block. Monitoring will be accomplished through classroom observations and collection and analysis of lesson plans.

Los Angeles Leadership Academy will collaborate with stakeholders to revise and refine systems and programs as needed.

## **V. Staffing and Professional Development**

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

Los Angeles Leadership Academy employs teachers who are authorized to teach English Language Learners with documentation of CLAD, BCLAD or SB 1969 /395. Los Angeles Leadership Academy's bilingual paraprofessionals are trained to provide additional support to students in core classes as needed.

Teachers and paraprofessionals are provided with a copy of their class master plan roster. Teachers and paraprofessionals are provided training and technical assistance in implementation of research-based strategies that include differentiated/tiered instruction, SDAIE (Specially Designed Academic Instruction in English), scaffolding, SIOP (Sheltered Instruction Observation Protocol), and Project GLAD strategies (Language Acquisition and Literacy).

We support new teachers through the Beginning Teachers Support Assistance (BTSA) program that includes an ELs Standard. Additional training in differentiated instruction and strategies for working with ELs and their families is offered to teachers and other school personnel on an ongoing basis through grade level meetings, staff development days, professional development conferences, and workshops. Moreover, ELPAC training is held during staff development at the beginning of the year.

## **VI. Opportunity and Equal Educational Access**

Participants have equitable access to all programs provided by the local educational agency, as required by law.

Los Angeles Leadership Academy shall provide English Language Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Language Learners (EL) are (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful. Thereby, these programs are designed to ensure that ELs meet ELD and grade level standards through high-quality instruction.

## **VII. Teaching and Learning**

Participants receive core and categorical program services that meet their assessed needs.

If a child is not reasonably fluent in English according to the established criteria, then a placement in the appropriate program is indicated. Support services in the program must include English Language Development (ELD). ELD standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies ELs must develop to achieve proficiency in English. ELD is a component of all instructional programs designed to serve the needs of ELLs in order to meet ELA content standards. ELD coursework is designed to provide ELLs with focused instruction based on the state ELD standards.

English Language Learners receive standards-based, differentiated instruction in the core curriculum as well as a minimum of 30-60 minutes of English Language Development instruction a day. ELD instruction is given according to the EL's assessed proficiency level and student performance in general English classes and is based on the California ELD Standards. In addition, ELD instruction shall focus on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the English Language Arts standards.

The ELD Block shall reflect the long-range plans and goals developed for ELs by the teachers with administrative support. The ELD instructional program must contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for English Language Learners.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with Specially Designed Academic Instruction in English (SDAIE) and/or SIOP (Sheltered Instruction Observation Protocol)
- Structured activities designed to develop multicultural awareness and positive self-esteem.

The English Learner Plan is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction and careful monitoring of progress.